Summary of Every Child Reads: Excellence in Teaching and Learning Professional Development Materials

What are the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials?

The Every Child Reads: Excellence in Teaching and Learning Professional Development Materials are designed to guide schools to collectively engage in structured school improvement.

The content includes

- the study and use of organizational action research;

- the study and implementation of school improvement directed at student achievement;

- the study of literacy and literacy acquisition.

Why Were the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials Designed as Is?

Accelerating student achievement is complex and challenging work for schools. We know that in order to improve student achievement, we must improve instruction. This requires quality staff development with face-to-face interaction amongst all school and appropriate district staff, as well as some external facilitation.

These materials are designed to provide research-based content and facilitation needed for improving instruction in order to accelerate the achievement of all students. The support materials attempt to bring about a useful marriage of a set of materials and face-to-face training for a school staff.

In addition, the materials are designed to increase the probability of implementation of an initiative, strategy, or model that will have positive effects on student achievement.

The list below describes the rationale for several of the design features of these materials:

- The materials are designed for use by school staffs with a facilitator who has familiarity with the materials. It is difficult to engage in this type of work without external technical assistance to provide support.

- The modules are designed in one and a half hour models to allow the greatest flexibility for a variety of school settings. This is the most common block of time schools may have for an after-school session. Two modules may be combined for half-day sessions or three or four modules may be combined for a whole-day session.

- The 28 units and sections are not to be engaged in a sequential, rigid order,

but are designed with the idea of flexibility that is needed to work across different school settings. Note that Unit 2 is designed to engage schools in a process to make a decision about where to focus their collective energy, based on the amount of support and time they have available in their particular school—to again provide flexibility across different school settings. The units are interdependent and provide the structure needed to engage in school improvement.

- A suggested time frame is described in each unit to provide an initial estimation of the amount of time that might be needed to accomplish implementation during the school year. The amount of time actually needed will vary from school to school depending on how fast implementation occurs. Many factors such as leadership, time, focus and amount of practice and peer collaboration can influence the rate of implementation.

- The DVDs are included to provide expert theory and demonstrations to support implementation.

- Forms are provided to keep the integrity of the initiatives, strategies and models.

How Can I Access the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials?

To access the site

1. Open the Web browser on your computer and type in http://www.iowadereading.info;

2. A window will open requesting a user name and password.

    If you are a SWRT member, enter the personal username and password you have been provided by the Iowa Department of Education.

    Otherwise, complete the fields as follows:

    - Username: iowaswrt

    - Password: reading!

3. You should now be able to view the Web site. Click on one of the options to view the files available for that option.

    To enter a technical assistance report, click on that option. You will not need to re-enter your user name and password if you have done so already.

What Is Included in the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials?

Introduction to the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials

This section describes, by topic, the format and make-up of the Every Child Reads professional development materials. It introduces the Every Child Reads:

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professional development materials to participants.

Unit 1: Introduction to Iowa's Reading First Program

This unit builds a common understanding about Iowa's Reading First Program and the connections to state policy.

Unit 2: Selecting the Focus for Professional Development Efforts

This unit is designed to guide school teams through the complex process of selecting the focus for professional development efforts. This will be accomplished by engaging in tasks that implicitly reflect on the content included in the Every Child Reads: Excellence in Teaching and Learning Professional Development Materials.

Unit 3: Comprehensive Reading Program: Building a Foundation on Scientifically Based Reading Research

Unit 3 is designed for the following purposes:

- To build a common understanding about Iowa's Reading First Program, the requirements of scientifically based reading research, and the connections to state policy

- To learn about different relationships between research and instructional practice

- To study the standards and descriptors that define Scientifically Based Reading Research (SBRR)

- To provide an opportunity to review the form for documenting SBRR

- To see a model for documenting practices and strategies that meet the definition of SBRR

- To engage in the documentation process for identifying practices and strategies that meet the definition of SBRR

Unit 4: Meeting the Instructional Needs of All Learners

Unit 4 intends to provide schools with quality professional development materials that spotlight current research and expert opinion about procedures, practices, and programs that hold promise for increasing levels of success for all students.

Unit 5: The Phonemic Awareness Instruction Component of a Comprehensive Reading Program

Phonemic awareness is one of the five components of reading instruction. It is the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words. Phonemes are the smallest units comprising spoken language.

The purposes of this unit include the following:

- To learn about phonemic and phonological awareness

- To learn about the scientifically based reading research (SBRR) related to

phonemic awareness and phonological awareness

- To learn SBRR instructional activities that will support students to establish phonemic and phonological awareness
- To plan and practice instructional activities that will support students to establish phonemic and phonological awareness
- To study the current status of student performance in the area of phonemic and phonological awareness
- To collect implementation data on teacher practice of instructional activities related to phonemic and phonological awareness for providing additional support through professional development

Unit 6: The Phonics Instruction Component of a Comprehensive Reading Program

Phonics is another of the five components of reading instruction. It is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language).

The purposes of this unit include the following:

- To learn about phonics
- To learn about the scientifically based reading research (SBRR) related to phonics
- To learn SBRR instructional activities that will support students to develop phonics skills
- To plan and practice instructional activities that will lead students in developing phonics skills
- To study the current status of student performance in the area of phonics
- To collect implementation data on teacher practice of instructional activities related to phonics for providing additional support through professional development

Unit 7: The Fluency Instruction Component of a Comprehensive Reading Program

Fluency is another component of reading instruction. It is the ability to read a text accurately, quickly, and with proper expression.

The purposes of this unit include the following:

- To learn about fluency
- To learn about the scientifically based reading research (SBRR) related to fluency
- To learn SBRR instructional activities that will support students to establish fluency in reading
- To plan and practice instructional activities that will support students to establish fluency in reading
- To study the current status of student performance in the area of fluency

- To collect implementation data on the teacher practice of instructional activities related to fluency for providing additional support through professional development

Unit 8: The Vocabulary Instruction Component of a Comprehensive Reading Program

The following sections are included in the vocabulary unit:

Introduction

Vocabulary is another component of reading instruction. It refers to the words we must know to communicate effectively.

The purposes of this unit include the following:

- To learn about vocabulary

- To learn about the scientifically based reading research (SBRR) related to vocabulary

- To learn SBRR instructional activities that will support students to establish vocabulary in reading

- To plan and practice instructional activities and strategies that will support students to establish vocabulary in reading

- To study the current status of student performance in the area of vocabulary

- To collect implementation data on teacher practice of instructional activities related to vocabulary for providing additional support through professional development

Constructing Visual Representations

Visual representations (graphic organizers) are tools to help students organize their understanding and recall of important ideas in the areas of vocabulary development and comprehension.

Visual representations (graphic organizers) help students focus on concepts and how they are related to other concepts. They help students read to learn from informational text in the content area and help students see how concepts fit common text structures.

Structural Analysis

Structural Analysis is figuring out what a word is by examining its meaning units (Duffy, 2003) and using word parts to help determine the meaning and pronunciation of words (Nagy, Osborn, Winsor, & O'Flahavan, 1994).

Unit 9: The Comprehension Instruction Component of a Comprehensive Reading Program

The following sections are included in the comprehension unit:

Introduction

Comprehension is one of the five components of reading instruction. "Comprehension is a process in which the reader constructs meaning by

interacting with text" (Harris and Hodges, 1995). Text comprehension is purposeful, active, and can be developed by teaching comprehension strategies. Comprehension strategies are plans or procedures that readers use and apply when they hear text read aloud, when they read text with a teacher, and when they read independently.

The purposes of this unit include the following:

- To learn about comprehension

- To learn about the scientifically based reading research (SBRR) related to comprehension

- To learn SBRR instructional activities that will support students in the development of reading comprehension

- To plan and practice instructional activities and strategies that will support students in the development of reading comprehension

- To study the current status of student performance in the area of comprehension

- To collect implementation data on teacher practice of instructional activities related to comprehension for providing additional support through professional development

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Generating Interactions between Schemata and Text (GIST)

GIST is a summarizing strategy to use to assist students' comprehension and summary writing skills. Students use higher-order thinking skills to analyze and synthesize what they have read. The summary is usually limited to no more than fifteen words; therefore, the students must analyze ways to delete non-essential information and use their own words to summarize the main idea or "the gist" of the selection.

Question Answer Relationships

The purpose of teaching the QAR strategy is to show students that questions and answers have a variety of sources, and that learning about questions and their answers will help them, as readers, become better at understanding and answering questions.

Teaching students about QAR gives them the language for talking about the strategies they use to answer questions. It also helps students to develop awareness of their own cognitive processes when answering questions.

Attending to Story and Text Structure

Story structure refers to the way the content and events of a story are organized into a plot. Narrative texts tell stories that usually follow a familiar story structure. In story structure instruction, students learn to identify the categories of content. Instruction in the content and organization of stories improves students' comprehension and memory of stories (*Put Reading First*).

The Nonfiction Read-aloud

A nonfiction Read-aloud is simply reading aloud to your students. Read-alouds of informative, expository prose can be very brief, sharing as little as a sentence and illustration, or a single paragraph. One of the major instructional purposes of the nonfiction Read-aloud is to provide an opportunity for students to learn science, social studies, mathematics, and other curriculum concepts. Our long-term goal, however, is for students to use similar text as learners and independent readers (Emily Calhoun, Revised 2001).

The Talk-aloud

Talk-alouds provide an opportunity to model the reader– writer connection, so students can "see" and hear how an experienced and skillful reader relates to and uses what the author has provided. Talk-alouds often include mentioning something you noticed or appreciated about the text. Comments may include discussing what you noticed about the relationship between the cover, the title, and the first line, and how they all worked together to announce the primary message of the book. Or, you might address what you noticed about how the author organized the text to get across the message. It is during Talk-alouds that we can address anything that relates to the communication loop between the author and the reader (the reader–writer connection). Our long-range instructional purpose for Talk-alouds is to have students be aware of and use the reader–writer connection themselves (Emily Calhoun, Revised 2001).

The Think-aloud

Think-alouds provide an opportunity to share with students your use of comprehension processes or strategies as you gather meaning from and use written text. In Think-alouds, this may include how you determine the main idea or the author's purpose, use the author's organization of text, access and use prior knowledge, and how reading often creates new questions for us to answer. Essentially, you are modeling for students how you gather meaning from text, explicitly telling/modeling for students the comprehension process or strategy you are using to understand the author's message. This also includes how you think about or approach the task of gathering meaning using that strategy. One of the major instructional purposes for using Think-alouds is to model the use of reading comprehension processes and strategies for students; however, our long-range goal is to have students use these processes and strategies themselves (Emily Calhoun, Revised 2001).

Unit 10: Access to Print and Choosing Quality Non-fiction

The goals of this unit include the following:

- To study what makes "quality" nonfiction

- To understand how to go about choosing nonfiction books to help teach

reading comprehension

- To be able to identify types of expository text structures found in nonfiction texts
- To study the fiction/nonfiction Read-aloud balance in the classrooms in your school
- To study the fiction/nonfiction balance in the classroom collections in your school

Unit 11: Using Data to Guide Actions

The goals of this unit include the following:

- To begin clarifying and summarizing student population data
- To understand the different types of assessments and their uses
- To determine the current status of your local standards and benchmarks as it relates to a comprehensive reading program and the assessments used to review student achievement in reading
- To review, revise, and plan for implementation of the district assessment plan
- To review, revise, and plan for implementation of the building action plan
- To organize and analyze student performance data and teacher implementation data in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension
- To understand the relationship between student performance data and teacher implementation data

Unit 12: Instructional Leadership

This unit will include modules to strengthen the role of an instructional leader with central office personnel and principals. This will include articles from the literature base clarifying the leadership role and areas that need priority in leading this work, practical suggestions for overcoming barriers and developing the knowledge, and skills to use data effectively in order to accelerate student learning.

This unit is currently under development.

Other Supporting Sections

Explicit Instruction

Explicit Instruction is generally a series of Think-alouds that may be used to teach phonetic principles, structural analysis, and other language arts concepts and processes.

The explicit instruction model provides teachers with a structure for explaining and demonstrating how reading works. It also provides students with mental models (approximations of the thinking involved), multiple opportunities for practice, and coaching, until they develop a high level of control of the reading concept, process, skill, or strategy being taught.

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) teaches students to use comprehension

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strategies (Palincsar & Brown, 1984) while working cooperatively (Johnson & Johnson, 1989). Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each.

This section is currently under development.

Just Read!

Just Read! is a schoolwide initiative that aims at getting more out of school reading already in place by setting a structure or routines for collecting and analyzing data.

The Picture Word Inductive Model

The Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts model of teaching that employs photographs containing familiar objects, actions, and scenes to elicit words in students' listening, speaking, reading, and writing vocabulary while helping them recognize and use phonetic and structural principles present in those words.

Supporting English Language Learners

The goals of this section include the following:

- To understand the stages of language acquisition of English Language Learners in order to optimize learning opportunities in both the areas of language and reading

- To understand how school systems and personnel can effectively respond to language and literacy needs of English Language Learners by integrating research-based knowledge into daily practices.

Study of Implementation

Studying implementation of instructional efforts provides participants with

- an opportunity to review the data collection plan, regional profile form, and the reading scale for studying data;
- an opportunity to review the purposes for studying implementation data and the definitions of the initial and the advanced study of implementation;
- a model of an initial and an advanced study of implementation and share a completed Analyzing and Reporting Our Data Structured Response Sheet;
- an opportunity to see a model using the analysis of implementation data to design future professional development activities;
- an opportunity to engage in an initial or an advanced study of implementation data;
- an opportunity to discuss and identify future actions needed.

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